WIDA Standards and Differentiating Instruction based on ELP Levels

March 6, 2013

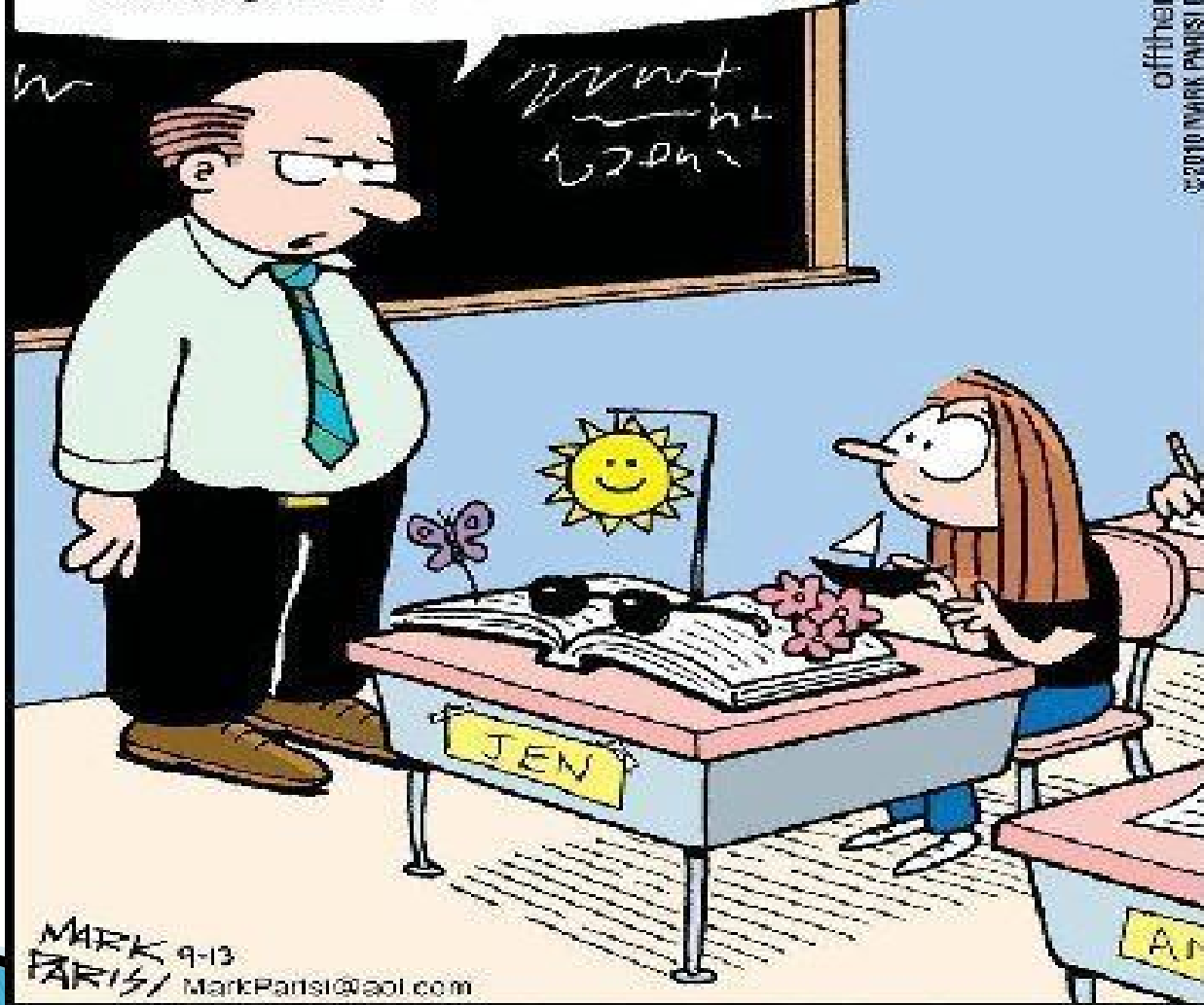**Elizabeth Franks**   **Barbara Tedesco**
WIDA Consultants
ACCESS for ELLs®, W–APT™, and ELP Standards Trainer
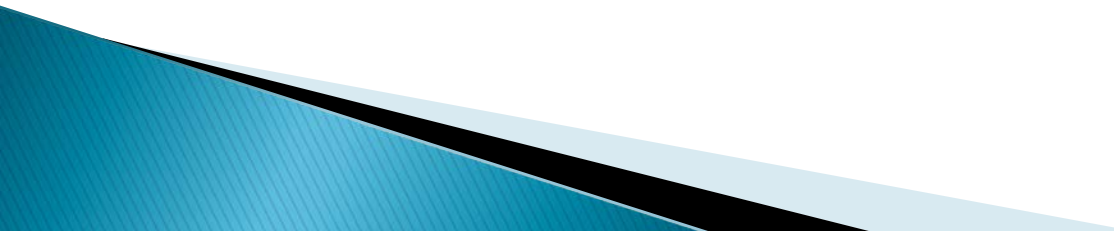
Agenda

- Overview of WIDA English Language Development Standards
- Overview of Common Core State Standards
- Intersection of CCSS and WIDA ELD Standards

There are no stupid questions!

Icebreaker

- Choose a coin from center of table and make a connection between the coin and the English Language Learners in your school.
- Share with your partner.

WIDA 2012 English Language Development Standards

- Overview of 2012 standards
- http://www.wida.us/DownloadDocs/standards/2012Amplification/2012Tutorial/player.html
- Reflection on WIDA standards
  - How will this inform ESL Curriculum?
- Quick write: Define Academic language
  - Think-Pair-Share

Five WIDA ELD Standards

Standard 1 – SIL: ELLs communicate for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2 – LoLA: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3 – LoMa: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Standard 4 – LoSC: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5 – LoSS: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Activity

In designated groups discuss and write about the orange according to your group number:

1. Describe why you like or dislike oranges.
2. Describe the orange with similes or metaphors.
3. Describe the orange as if you are a mathematician.
4. Describe the orange as if you were a scientist or health educator.
5. Describe the orange from a historical or economic perspective.

Social Studies

- In social studies, long sentences with multiple embedded clauses are common.

- Cause and effect statements are frequent.
  - Because there will be more people in the world in the future, we will need more land on which to build towns and cities.

- Various verb forms are used:
  - "I <u>found</u> Rome a city of bricks and <u>left</u> it a city of marble." Augustus <u>is supposed to have spoken</u> these words as he <u>lay dying</u>. He was Rome's first emperor, and <u>started</u> the first of its great building programs. He <u>claimed</u> that he <u>had had</u> over 80 temples rebuilt.

- Frequent use of pronouns *it* and *they* as referents.

Zwiers, 2008

Mathematics
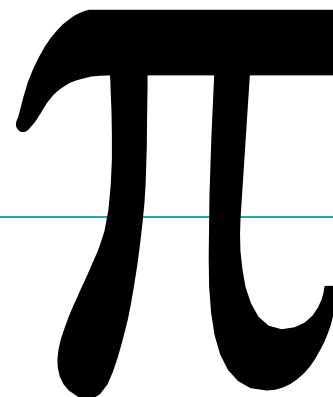
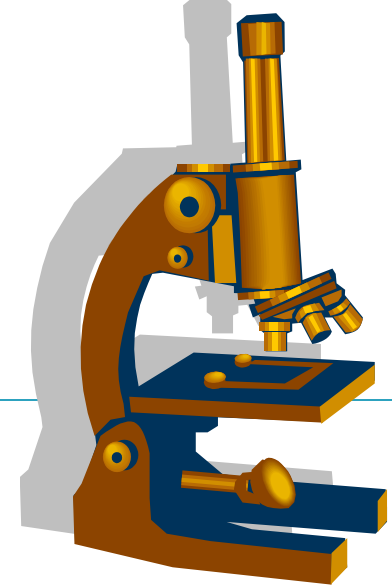- Comparatives:
  - 6 is greater than 4
  - Maria earns six times as much as Peter
  - Lin is as old as Roberto

- Prepositions:
  - (divided) into, divided by,
  - 2 multiplied by 6 and X exceeds 2 by 7

- Passive voice:
  - X is defined as a number greater than 7.

- Reversals: The number a is five less than b.

- Logical connectors: if…then
  - If a is positive then -a is negative
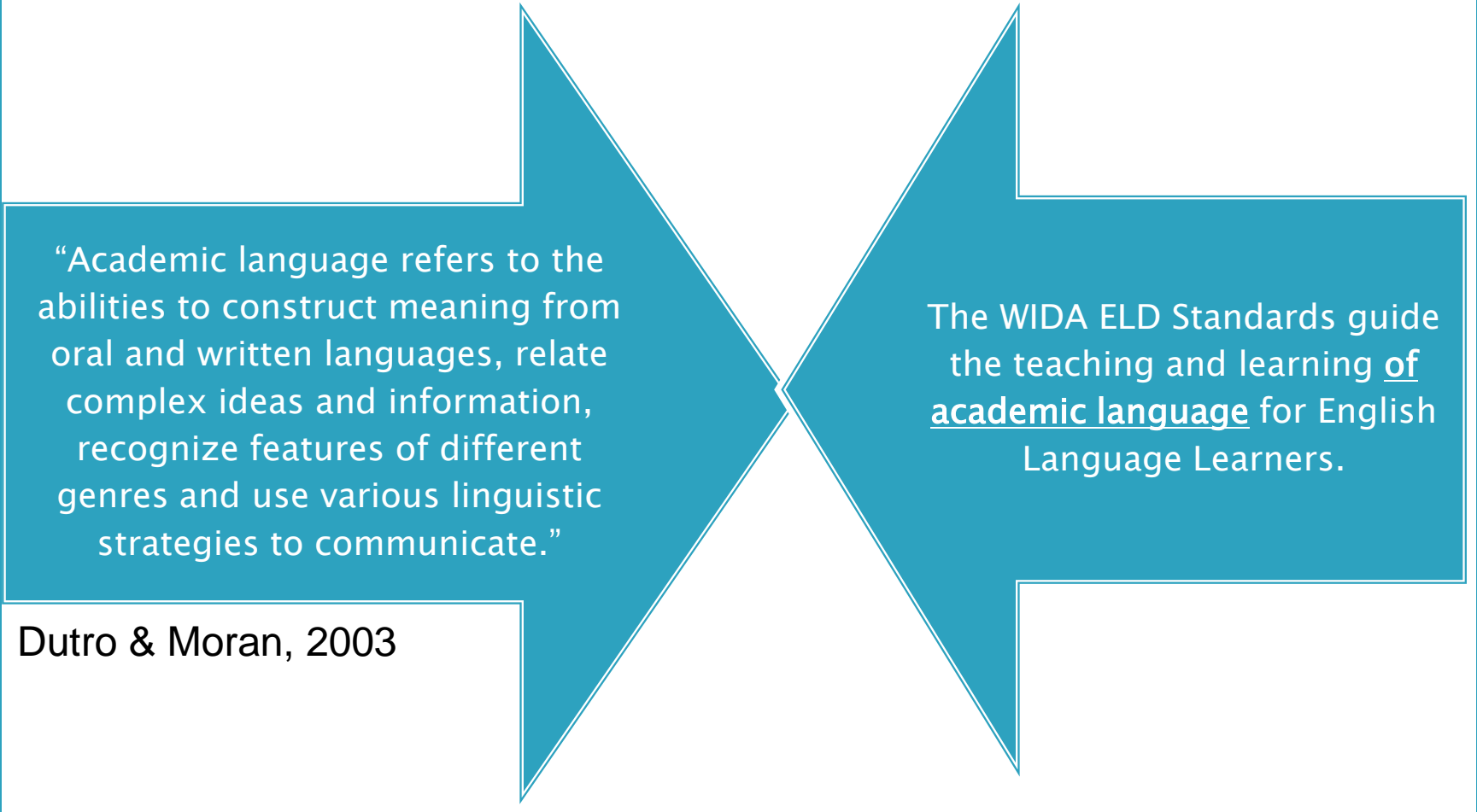
  - Zwiers, 2008

Science

- Use of passive voice
- Multiple embedded clauses
- Long noun phrases serving as subjects or objects
- If…then constructions
- Logical connectors (if, because, however, consequently)

Zwiers, 2008

Academic Language and WIDA ELD standards

"Academic language refers to the abilities to construct meaning from oral and written languages, relate complex ideas and information, recognize features of different genres and use various linguistic strategies to communicate."

Dutro & Moran, 2003

The WIDA ELD Standards guide the teaching and learning of academic language for English Language Learners.

Functional Components of Academic Language

Socio Cultural Context

Discourse Level (Linguistic Complexity)

Amount

Organization

Sentence Level (Forms and Conventions)

Forms

Conventions

Word Level (Vocabulary Usage)

Words
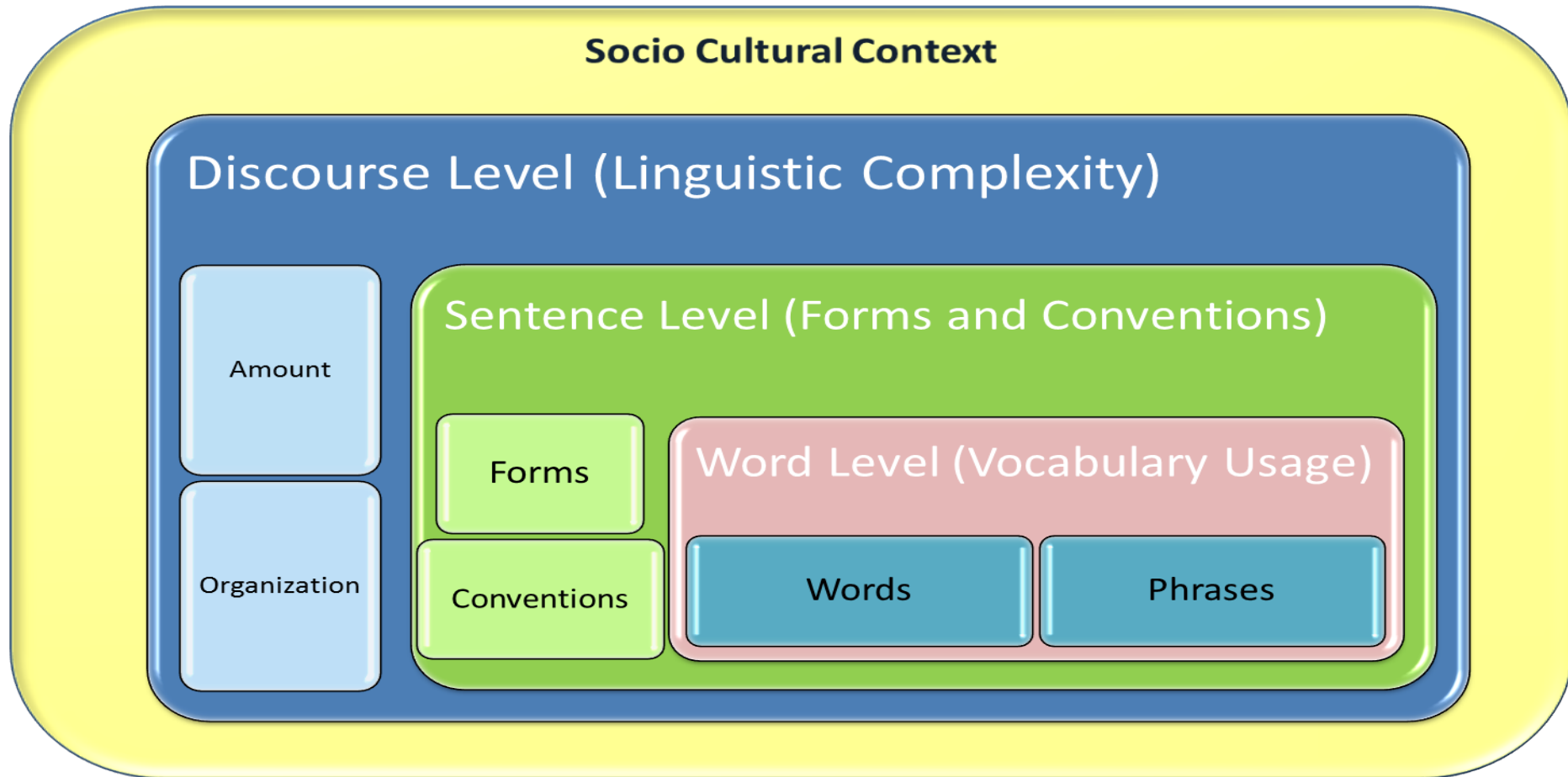
Phrases

Performance Definitions Listening & Reading

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

Performance Definitions Speaking & Writing

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6– Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

Four Language Domains

Listening ─ process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking ─ engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading ─ process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Writing ─ engage in written communication in a variety of forms for a variety of purposes and audiences

Six Levels of English Language Proficiency

6 REACHING

5 BRIDGING

4 EXPANDING

3 DEVELOPING

2 EMERGING

1 ENTERING

WIDA Consortium / CAL / MetriTech
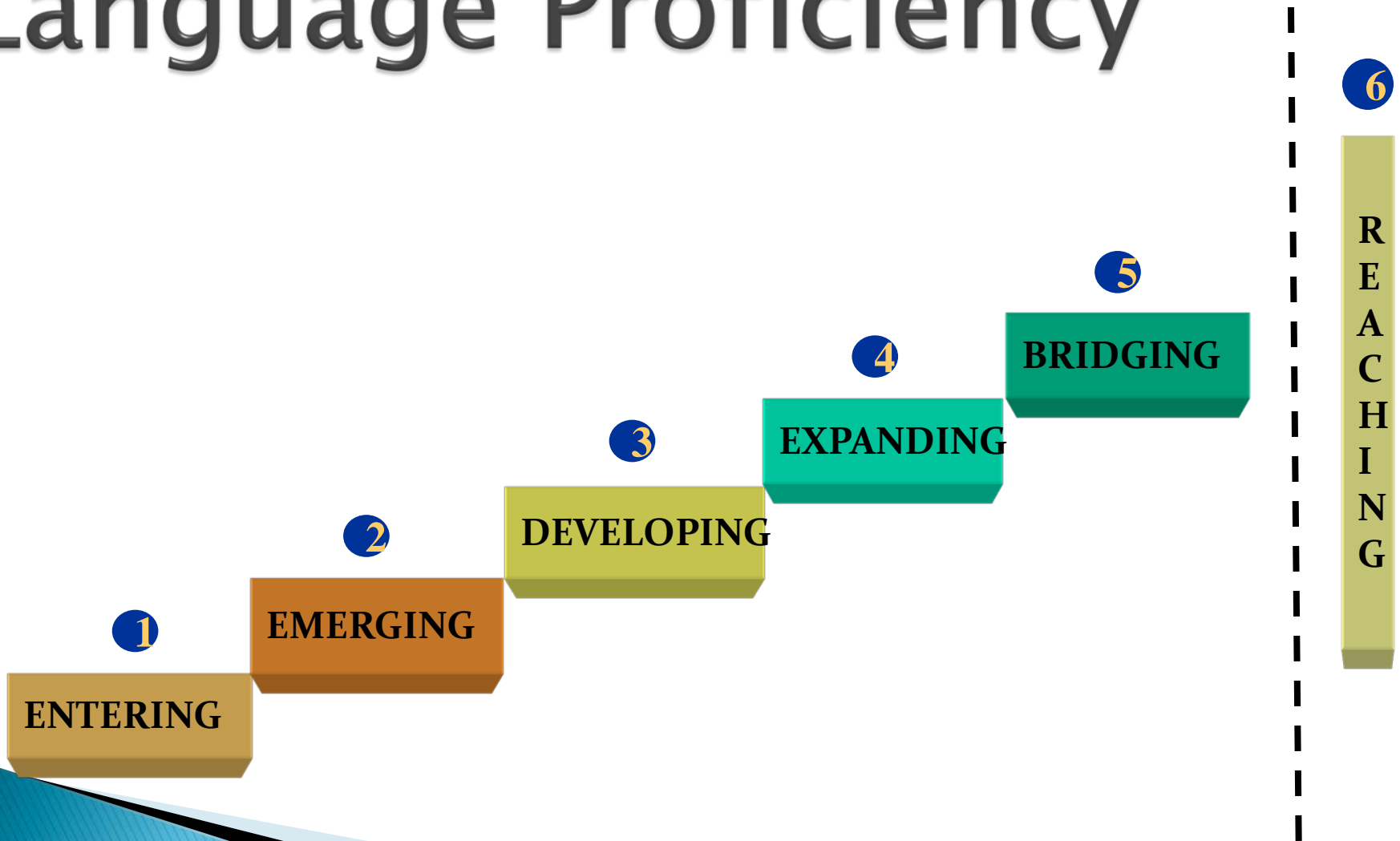
Performance Criteria and ELP Levels

Linguistic Complexity

Level 1 – *Single words*

Level 2 – *Phrases, short sentences*

Level 3 – *Series of related sentences*

Level 4 – *Moderate discourse*

Level 5 – *Complex discourse*

Language Forms & Conventions

Level 1 – *Memorized language*

Level 2 – *Formulaic grammatical structures*

Level 3 – *Repetitive grammatical structures*

Level 4 – *Variety of grammatical structures*

Level 5 – *Language comparable to English peers*

Vocabulary Usage

Level 1 – *Most common vocabulary*

Level 2 – *High frequency vocabulary*

Level 3 – *General and some key vocabulary*

Level 4 – *Specialized and some content-based vocabulary*

Level 5 – *Specialized & precise content-based vocabulary*

Let's review – Chunk & chew

A.   **Turn to a partner and complete the following with words and acronyms from the word wall (some may be used more than once):**

_ _ _ _ has established the _ _ _ standards for _ _ _s in NJ.

There are **five** _ _ _ standards: _ _ L; Lo_ _; Lo_ _; Lo _ _; Lo_ _

There are **four** _ _ _ _ _ _ _ _ : Listening, Speaking, Reading and Writing.

There are **six** _ _ _ levels: Entering, Emerging, Developing, Expanding, Bridging and Reaching.

There are **three** criteria for Performance Definitions: _ _ _ _ _ _ _ _ _ _ _ complexity, vocabulary _ _ _ _ _, _ _ _ _ _ _ _ _ _ forms and conventions.

B.   **By the numbers: Use number 3, 4 , 5 or 6 to answer the questions**

What Educators Need to Know

Strands
of Model
Performance
Indicators

ELP Standards

CAN DO Descriptors

Performance Definitions
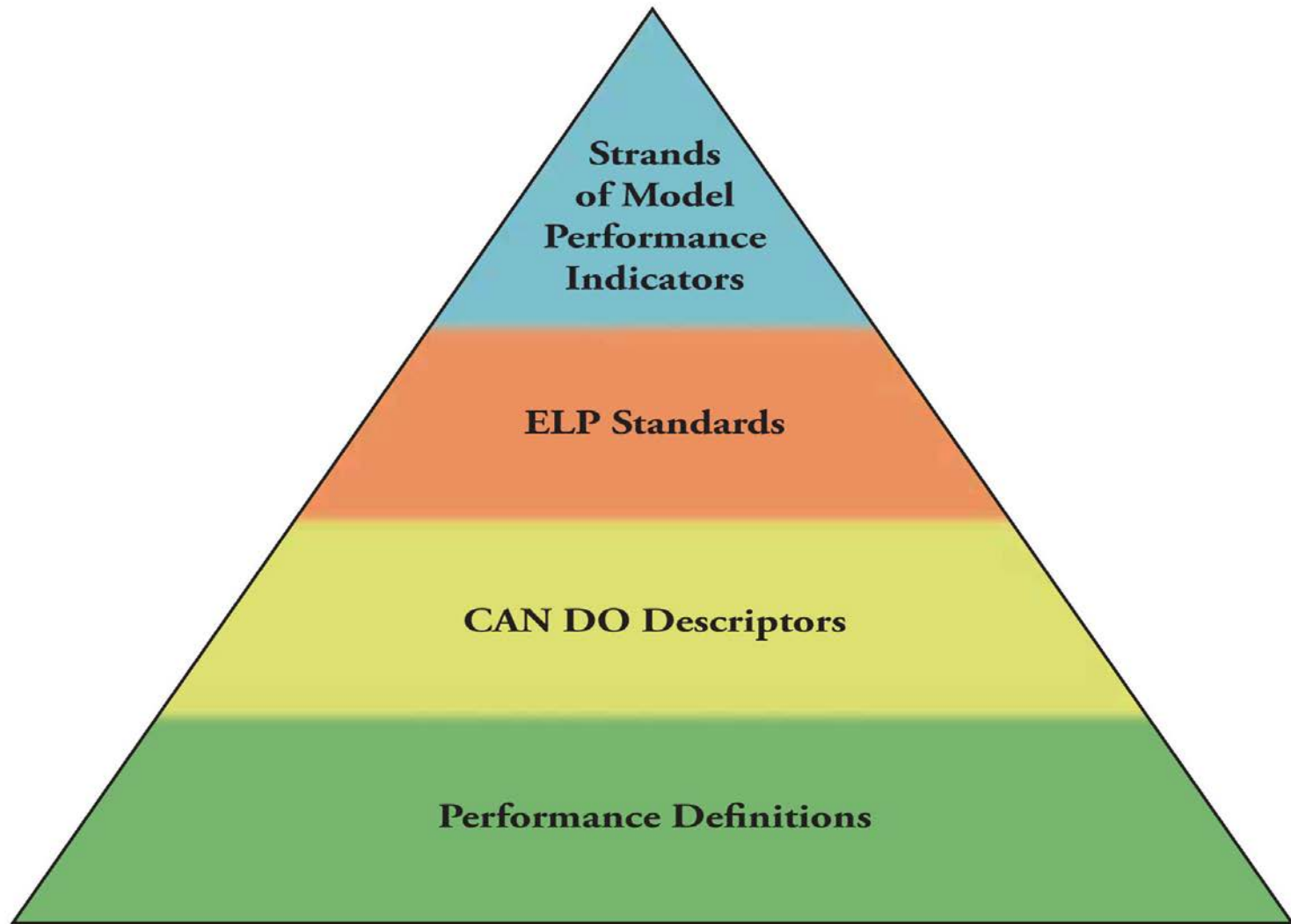
Components of Academic Language

Bricks: **vocabulary**

Mortar: Grammar/syntax/**form**

Foundation: **Language functions**

Zwiers, 2008

Language target

Function   Topic   Domain   Outcome

Model Performance Indicators

Grade Level 6

Standards 4: (the language of) Science

_____

Language Proficiency Level: 3
Developing

Language Domain: Reading

_____

The language function

The content stem

Identify characteristics and conditions related to natural disasters based on text and pictures
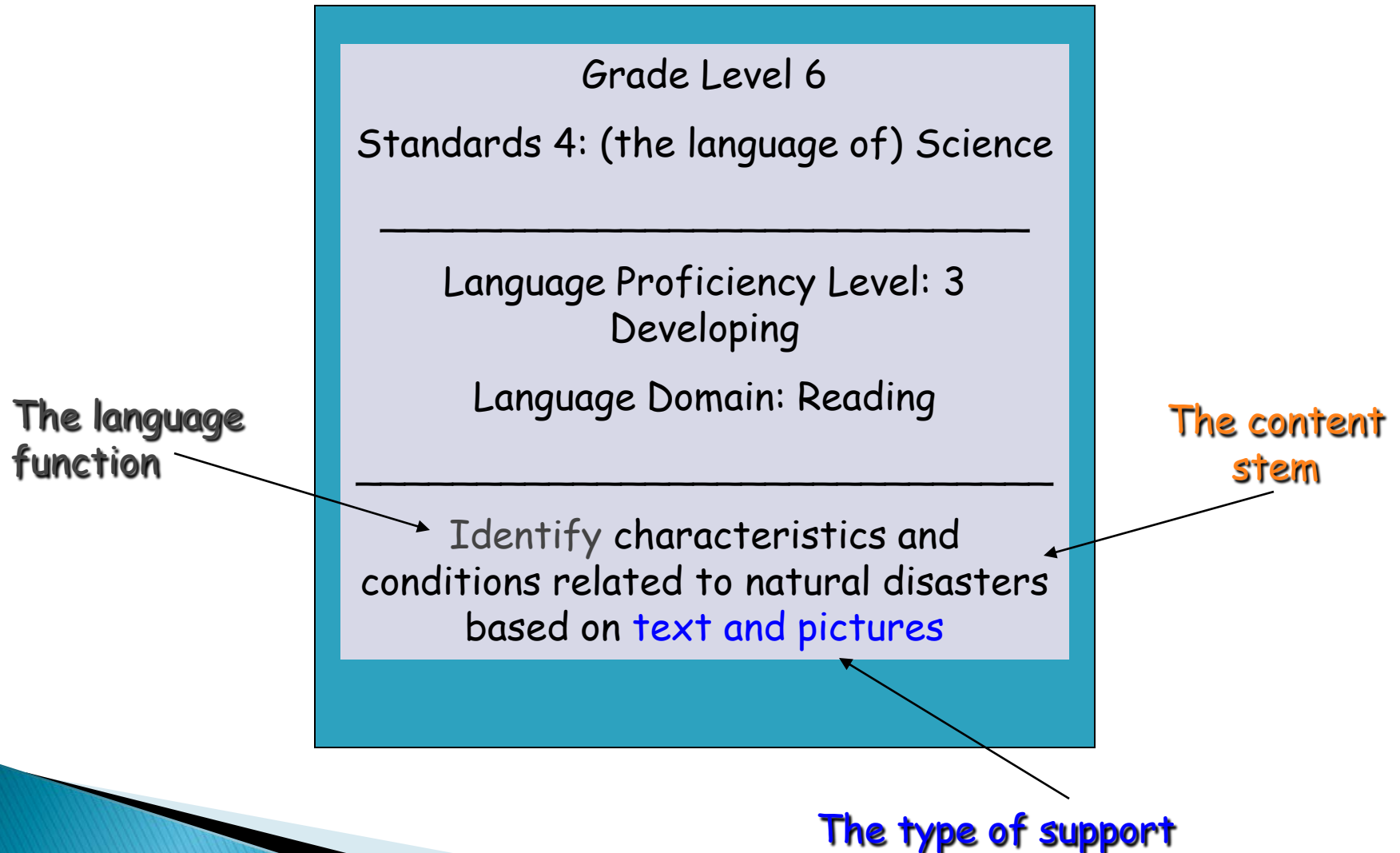
The type of support

Three types of support

Sensory	Graphic	Interactive
Realia	Timelines	Pair
Visuals	Graphic organizers	Small group
Video	Charts	Use of L1
Hands-on		Technology

Language Functions and Examples of Forms

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions

Organization of MPIs within Standards

WIDA

GRADE 1

In the expanded strand below, the instructions for completing a task are differentiated according to students' levels of language proficiency. It is assumed in this strand that students at the upper levels of language proficiency would follow and complete all the instructions shown from Level 1, Entering through Level 5, Bridging. Educators should not give extensive or abstract oral instructions to beginning students, so the instructions exemplified for levels 2–5 would need to be supported in multiple ways for beginning level students. Sensory, graphic, and interactive supports such as models, templates, and partners can be used in scaffolding the linguistic complexity of the instructions for ELLs and support multiple learning styles.

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Measurement of objects

CONNECTION: *Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1)*: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students work independently or with a partner to create charts about the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the relative length of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	
Linguistic Complexity Discourse Level	Let's measure our books! I'm going to use a ruler to measure my book *(teacher shows ruler and book)*. My book is 14 inches long. Take out your ruler. Now *you* measure *your* book! Show me how to measure your book. Let's measure our desks! I'm going to use a popsicle stick... Let's measure our bookshelf!	Look at your measurement tools. The paper clip is short. The popsicle stick is longer than the paper clip. The ruler is longest. Put them in order from shortest to longest. The teacher desk is easier to measure with the ruler. The student desk is easier to measure with the popsicle stick.	Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool *(teacher models measuring his/her desk with a popsicle stick, then a ruler)*. Then measure other things using the same tool. Don't forget to write down your measurements!	**Level 6 – Reaching**
Language Forms & Conventions Sentence Level	one inch two inches	short, short<u>er</u>, short<u>est</u> long, long<u>er</u>, long<u>est</u> eas<u>ier</u>	First,… then,… <u>as</u> long <u>as</u>	
Vocabulary Usage Word/Phrase Level	desk, book paper clip popsicle stick string ruler yard/meter stick short long	shorter than longer than Put them in order measure with	find the length of Remember Don't forget measurements	

Language Function and Cognitive Function

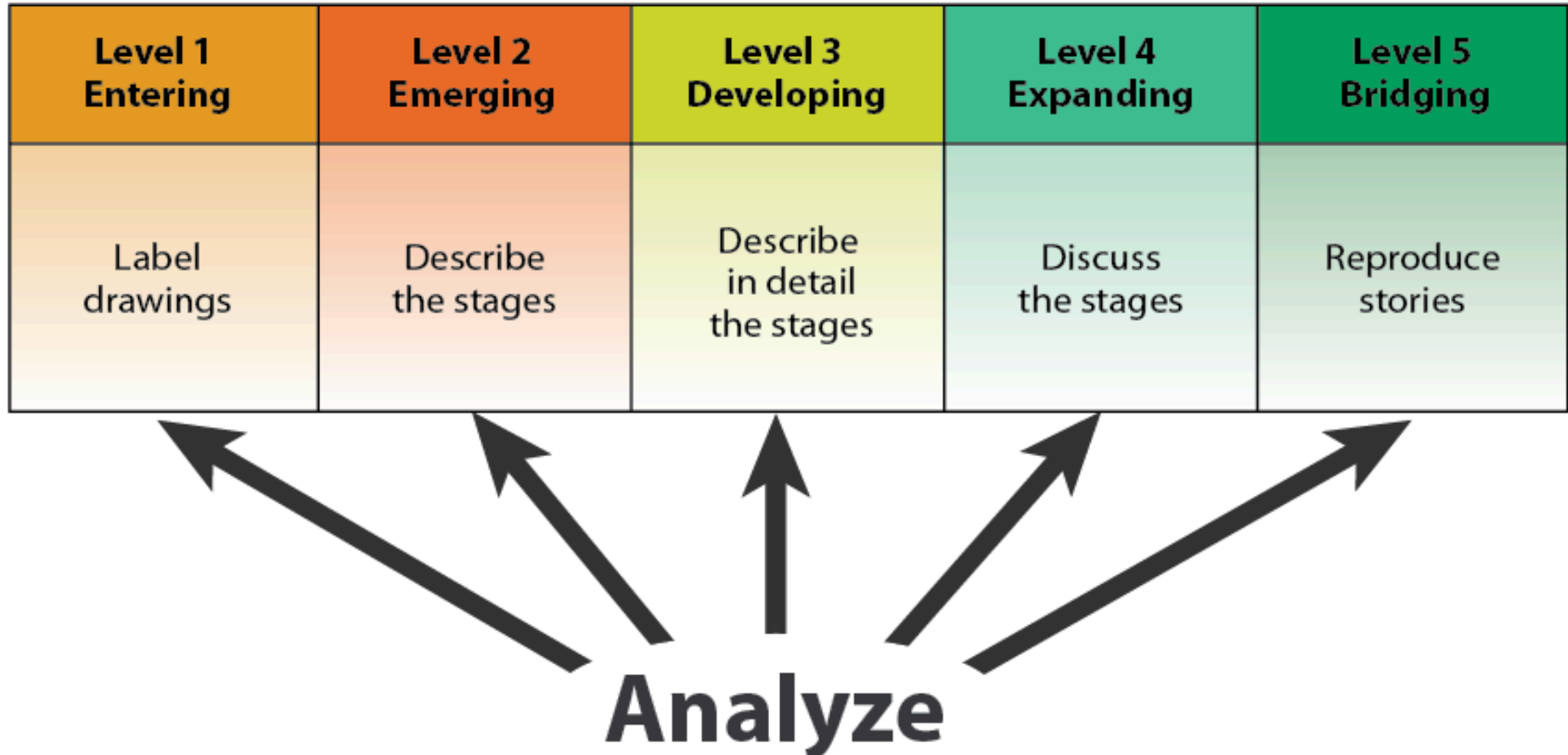| Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Label drawings	Describe the stages	Describe in detail the stages	Discuss the stages	Reproduce stories

Analyze

Figure O: Guiding Questions for the Components of WIDA English Language Development Strands

GRADE:_____

WIDA

ELD STANDARD: _____

EXAMPLE TOPIC:
What is one of the topics addressed in the selected content standard(s)?

CONNECTION: Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade level concepts and skills?

EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Language Domain(s): How will learners process and use language?	A Strand of Model Performance Indicators: What language are the students expected to process or produce at each level of proficiency? Which language functions reflect the cognitive function at each level of proficiency? Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?					Level 6 – Reaching

TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?

ELLs and the Common Core State Standards

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http://www.colorincolorado.org/multimedia/experts/video/august/

Overview of shifts in CCSS

▸ **ELA**
  ◦ Regular practice with complex text and academic vocabulary.
  ◦ Building knowledge through content-rich non-fiction and informational text.
  ◦ Reading and writing grounded in evidence from text.
  ◦ Higher order cognitive skill development
▸ **Math**
  ◦ Focus, Coherence, Rigor
    · Require fluency, application and deep understanding.

Language and Lay-out of the Standards

English Language Arts
> Reading in Literature (10)
> Reading for Informational Text (10)
> Reading for Foundational Skills (K-5) (
> Writing (10)
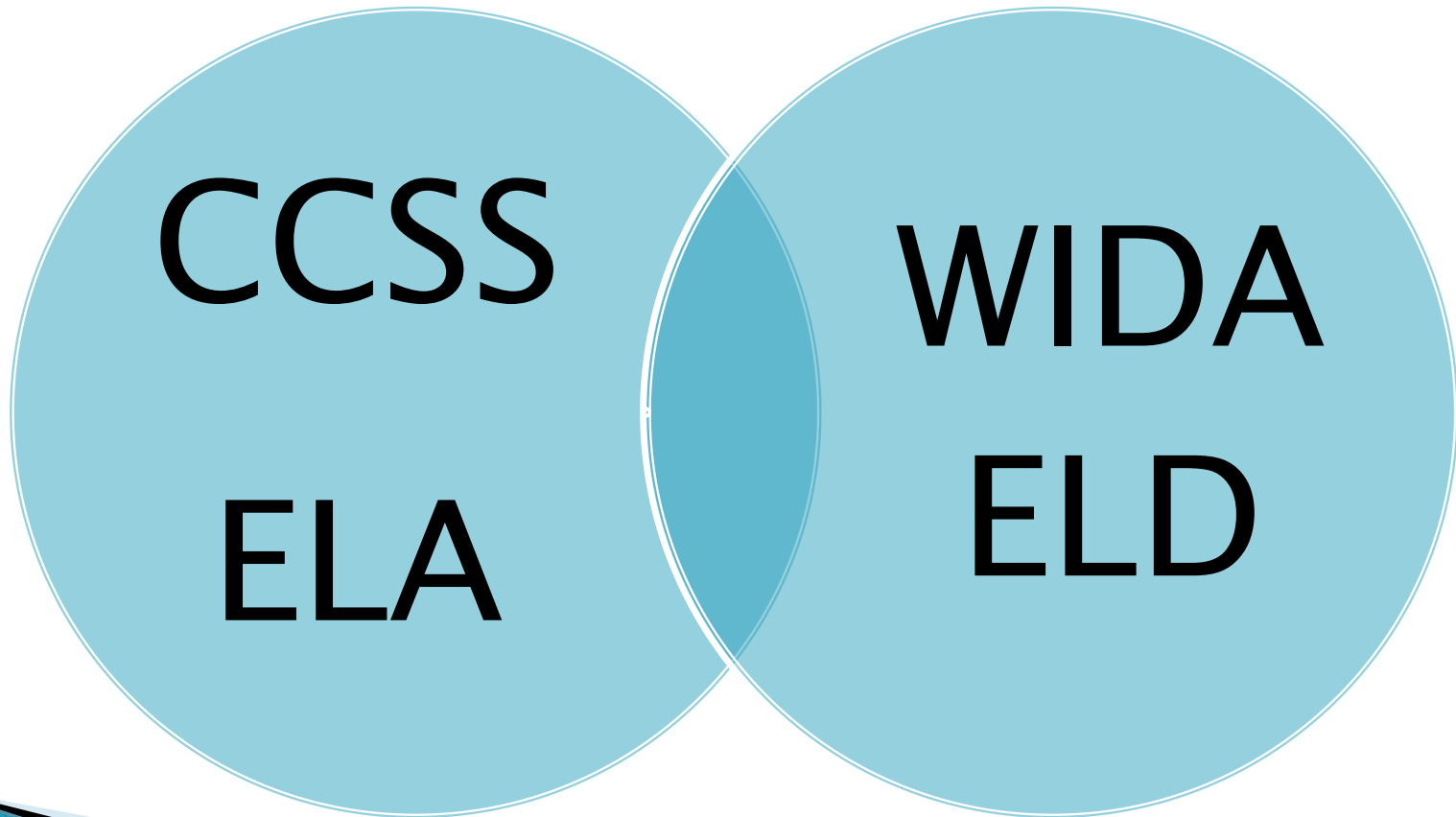> Speaking and Listening (6)
> Language (Vocabulary) (6)

Standards for literacy in history/ social studies, science, and technical subjects
> Reading(10)
> Writing (10)

Reflection

▸ Compare and Contrast CCSS ELA and WIDA ELD standards

CCSS ELA

WIDA ELD

Reading Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence.
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text
4. Interpret words and phrases as they are used in a text. Analyze how word choice shape meaning and tone.
5. Analyze the structure of text.
6. Assess how point of view or purpose shapes the content and style of text
7. Integrate and evaluate content presented in diverse media.
8. Delineate and evaluate the argument and claims.
9. Analyze how two or more texts address similar themes to build knowledge or to compare approaches
10. Read and comprehend complex literary and informational texts independently and proficiently.

▸reflection

Writing Anchor Standards

1. Write arguments to support claims
2. Write informative/explanatory text
3. Write narratives
4. Produce clear coherent writing
5. Develop and strengthen writing through process
6. Use technology to publish writing
7. Conduct short as well as sustained research projects
8. Gather relevant information from multiple print and digital sources.
9. Draw evidence from literary or informational texts to support analysis.
10. Write routinely over extended time frames for a range of tasks

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated/appropriate.

Reading Foundational Skills (K–5)

Learning how to read

- Concepts of print (K–1)
- Phonological Awareness (K–1)
- Phonics and Word Recognition (K–5)
- Fluency (K–5)

Reflection: How can foundational skills need be included in Grades 6–12 ESL Curriculum?

Language Anchor Standards

- Conventions of Standard English
  - Use formal English in writing and speaking.
  - Make informed, skillful choices among the ways to express themselves through language.

- Vocabulary: Acquisition and Use
  - Grow vocabulary through conversation, direct instruction, and reading.
  - Develop word meanings, appreciate nuances of words, expand repertoire of words and phrases.

Scavenger hunt

Three ELA Appendices

- **Appendix A** ~
  - Research supporting key elements of the Standards
  - A complete discussion on the topic of text complexity

Appendix B ~
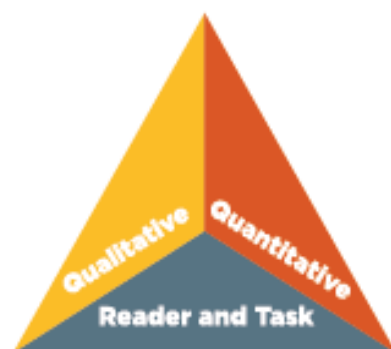 - Text exemplars and sample performance tasks

Appendix C ~
  - Samples of student writing
  - Annotated samples demonstrating at least adequate performance in student writing at various grade levels are provided.

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

The Common Core as the Lens

- Curriculum will be designed
- Instruction will be delivered
- Learning will be assessed and measured
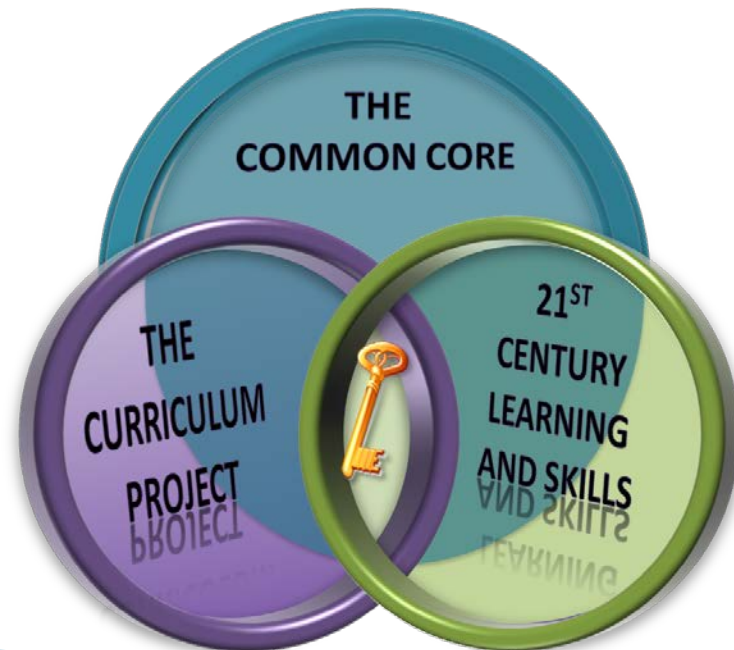
Ongoing Learning

The importance of continuous professional development for staff

The appropriateness of sharing curriculum, effective instructional strategies, and assessment processes, necessary for teachers and leaders to accomplish these goals.
http://www.colorincolorado.org/multimedia/experts/video/uro/

http://www.edweek.org/ew/articles/2012/11/14/12cc-ell.h32.html

Limitations

What the standards do not define~

- How teachers should teach
- All that can or should be taught
- The nature of advanced learning beyond the core
- **The interventions needed for students below level**
- **The full range of support for English language learners and students with special needs**

NJ Department of Education Initiative

- NJDOE developed Model Curriculum In ELA and Math.

- Teachers wrote Student Learning Objectives (SLO) based on CCSS for each grade level.

- A cadre of ESL teachers developed and are developing performance indicators based on WIDA standards for each SLO.

- http://www.state.nj.us/education/modelcurriculum/ela/

Ticket out

▸ I gained a better understanding about……..
But I still wonder …..

Resources and References

- www.wida.us
- http://www.corestandards.org/assets/application-for-english-learners.pdf
- http://www.colorincolorado.org/educators/common_core/introduction/
- http://www.colorincolorado.org/educators/common_core/classroom/overview/project/